Marshall Memo 557

A Weekly Round-up of Important Ideas and Research in K-12 Education
October 20, 2014

In This Issue:

Quotes of the Week

"I can go on and on. I love to hear myself talk. I often cannot shut up. This is not really conducive to my students' learning, however much I might enjoy it."

An anonymous high-school teacher on improving student engagement (see item #1)

"Toughness in my mind means self-discipline, thoughtfulness, and having a plan… Ultimately toughness has less to do with one's fists and more to do with one's mind."

Richard Reddick, University of Texas/Austin, in "Boys from the 'Hood – Often Misunderstood" by Gregory Patterson in *Phi Delta Kappan*, October 2014 (Vol. 96, #2, p. 31-36), www.kappanmagazine.org

"If the principal is not encouraging, supporting, and leading the school in the translation of the vision's ideas into day-to-day practice, the school will drift, its teachers will lose their focus, and students and parents will be denied the excitement of an education whose details are designed to offer them both discernment and meaning."

Seymour Fox, quoted in "Mission Driven Teachers: Veshinantam Lemorekha!" by Tzivia Garfinkel in *Ravsak*, Autumn 2014 (p. 54-55), http://bit.ly/1Ftds41

"What is most pressing for American high-school students right now, in the history-social-studies curriculum, is: How do we read a text? How do we connect our ability to sharpen our intellectual capabilities when we're evaluating sources and trying to understand human motivation?"

Sam Wineburg, quoted in "Everything Is Illuminated" by Andrew Ross Sorkin, *The New York Times Magazine*, September 7, 2014, http://nyti.ms/1utlfGB

"It's never too late to be what you might have been."

Quoted in "Athlete's Agenda" by Marv Frememan, *The New Yorker*, October 21, 2014

1. What a Teacher Learned from Being a "Student" Again

In this anonymous article published on Grant Wiggins's website, a veteran high-school teacher who recently became an instructional coach says, "I waited fourteen years to do something that I should have done my first year of teaching: shadow a student for a day. It was so eye-opening that I wish I could go back to every class of students I ever had right now and change a minimum of ten things – the layout, the lesson plan, the checks for understanding. Most of it!"

Her principal suggested the shadowing as part of preparing for the new role. She spent one day with tenth graders, one with twelfth graders, and was a "student" in Geometry, Spanish II, World History, Integrated Science, Math, Chemistry, English, and Business (the school has block scheduling). "My task was to do everything the student was supposed to do," she says. "If there was a lecture or notes on the board, I copied them as fast as I could into my notebook. If there was a Chemistry lab, I did it with my host student. If there was a test, I took it (I passed the Spanish one, but I am certain I failed the Business one)." Here are the big takeaways from the experience:

• *Students sit all day, and sitting is exhausting*. "I could not believe how tired I was after the first day," says the shadower. Teachers are active during classes, mostly on their feet, and don't empathize with what school is like for students. "In every class for four long blocks, the expectation was for us to come in, take our seats, and sit down for the duration of the time. By the end of the day, I could not stop yawning and I was desperate to move or stretch. I couldn't believe how alert my host student was, because it took a lot of conscious effort for me not to get up and start doing jumping jacks in the middle of Science just to keep my mind and body from slipping into oblivion after so many hours of sitting passively. I was drained, and not in a good, long, productive-day kind of way." She went home, watched some TV, and was in bed by 8:30. Some implications for her own teaching:

- Incorporate a hands-on, move-around activity into every class.
- Have a mandatory stretch halfway through each class.
- Mount a Nerf basketball hoop and encourage kids to play at the beginning and end of class.

This would sacrifice some class time, but it would be time well spent, and there would probably be a net gain in students' overall absorption and retention.

• *Students are passively listening 90 percent of the time*. "In eight periods of high-school classes, my host students rarely spoke," she says. "It was not just the sitting that was

draining but that so much of the day was spent absorbing information but not often grappling with it." What was going on? The teacher lecturing; another student presenting; a student at the board solving a difficult equation; or students taking a test. It was clear that few students felt they were making important contributions to their classes and most felt they wouldn't be missed if they were absent. Some implications:

- Have brief, high-impact mini-lessons followed by engaging checks for understanding.
- Set an egg timer for the teacher's whole-class lectures. "When the timer goes off, I am done," she says. "End of story. I can go on and on. I love to hear myself talk. I often cannot shut up. This is not really conducive to my students' learning, however much I might enjoy it."
- Start every class with students' questions from the previous night's reading or the previous day's class discussion.

"This is my biggest regret right now," she says, "not starting every class this way. I am imagining all the misunderstandings, the engagement, the enthusiasm, the collaborative skills, and the autonomy we missed out on because I didn't begin every class with fifteen or twenty minutes of this."

• *You feel a little bit like a nuisance all day long*. "I lost count of how many times we were told to be quiet and pay attention," she says. It's understandable for teachers to ask for attention and respect, "But in shadowing, throughout the day, you start to feel sorry for the students who are told over and over again to pay attention because you understand part of what they are reacting to is sitting and listening all day. It's really hard to do, and not something we ask adults to do day in and out." It's not that the classes are all boring, but at a certain point, you've had enough.

"In addition," she says, "there was a good deal of sarcasm and snark directed at students and I recognized, uncomfortably, how much I myself have engaged in this kind of communication." She remembers rolling her eyes when she had to answer the same question about a test several times. Now, as a "student" taking a test, she was stressed and had questions. "And if the person teaching answered those questions by rolling their eyes at me, I would never want to ask another question again." Sarcasm, impatience, and annoyance create barriers between teachers and students. Implications:

- "Questions are an invitation to know a student better and create a bond with that student," she says. "We can open the door wider or shut it forever, and we may not even realize we have shut it." We need to dig deep into our personal wells of patience and love.
- She would make a public pledge of no sarcasm and ask students to hold her accountable, with money deposited toward a year-end class pizza party for each violation.
- She would structure all tests like International Baccalaureate exams, with five minutes of reading time (but no writing) during which questions are permitted.

"I have a lot more respect and empathy for students after just one day of being one again," concludes the shadower. "Teachers work hard, but I now think that conscientious students

work harder. I worry about the messages we send them as they go to our classes and home to do our assigned work, and my hope is that more teachers who are able will try this shadowing and share their findings with each other and their administrations. This could lead to better 'backwards design' from the student experience so that we have more engaged, alert, and balanced students sitting (or standing) in our classes."

"A Veteran Teacher Turned Coach Shadows 2 Students for 2 Days – A Sobering Lesson Learned" in *Granted, and…*, October 10, 2014, http://bit.ly/1zia3EB; the article is followed by a *large* number of comments.

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2. What Engages Adolescent Learners?

In this *American Educational Research Journal* article, Tanner LeBaron Wallace (University of Pittsburgh) and Vichet Chhuon (University of Minnesota) report on their study of teaching and learning in two Pittsburgh high schools and two youth development programs in St. Paul/Minneapolis. Wallace and Chhuon were looking for teacher-student interactions that resulted in urban adolescents engaging in learning – or turning away from academic striving. They believe engagement has four components:

- Behavioral – what students do
- Emotional – how students feel
- Cognitive – what students think
- Agency – students providing input to their learning

Underlying these elements is students feeling *known* in school. When teachers know their students and find ways to engage them behaviorally, emotionally, and cognitively, achievement increases.

"Attending to the competing management and instructional demands of an urban classroom requires a tremendous amount of social and emotional competence on the part of a teacher," say Wallace and Chhuon. Their interviews turned up vivid examples of high and low points as the students (all of color) interacted with their predominantly white teachers. The study pinpointed three factors that create successful instructional interactions:

• *Students feeling heard in class* – In high-engagement classes, students said the teachers were attuned to their needs, listened to student input and criticism, and said things like "I'll work on that" and "Ask me." In low-engagement classes, students felt ignored or that their voice was being overpowered; students said the teacher "doesn't listen," "ignores," "walks away." Much of this negative interaction was associated with the struggle for discipline in classrooms which, in turn, is exacerbated by students not feeling heard.

• *Students feeling they are taken seriously* – In high-engagement classes, teachers gave the benefit of the doubt to students, authentically included their experiences in the curriculum, and went the extra mile to support their learning; students used words like "help," "feedback," and "guide." In low-engagement classes, students felt teachers were applying stereotypes to them and rejecting their perspective; they used words like "misunderstood" and "prove ourselves."

• *Teachers going all in* – In high-engagement classes, students said teachers were enthusiastic, uninhibited, and focused on making connections with students and course materials; students used words like "speaking my language," "connect to real life," and "not going to give up." In low-engagement classes, students saw teachers as inconsistent or absent and not committing to student relationships or learning; they used words like, "just teach," "getting so little," and "complete slacker."

"Proximal Processes in Urban Classrooms: Engagement and Disaffection in Urban Youth of Color" by Tanner LeBaron Wallace and Vichet Chhuon in *American Educational Research Journal*, October 2014 (Vol. 51, #5, p. 937-973), http://bit.ly/1CMMkJ6; Wallace can be reached at twallace@pitt.edu.

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3. Are We Spending Too Much Time Teaching Reading Comprehension?

In this *Teachers College Record* article, Daniel Willingham and Gail Lovette make a startling assertion: the most important reading comprehension skills can be learned quite quickly, and continuing to spend a lot of time teaching them is not a good use of precious classroom time. Here's their argument.

After students learn to decode, there are three reasons they might fail to understand what they're reading:

- They don't know the meaning of some words.
- They don't notice that they're not understanding and keep plowing ahead.
- They fail to make inferences.

Improving vocabulary knowledge is relatively straightforward – use context clues, make educated guesses, and look up the words. But monitoring and making inferences are trickier because they require self-awareness and background knowledge. Willingham and Lovette give an example of a brief passage that omits important information:

> *I can't convince my boys that their beds aren't trampolines. The building manager is pressuring us to move to the ground floor.*

To understand these sentences, readers have to infer that jumping on beds is noisy, the downstairs neighbors have complained to the building manager, and if the beds were on the ground floor there wouldn't be anyone downstairs to disturb. The writer assumed readers would have this background knowledge and omitted some connective tissue, but a novice reader would have difficulty putting it all together.

Teaching reading comprehension is different from teaching a novice golfer how to swing the club. A golf coach works on skills like not gripping the club too tightly, looking toward the target, adopting the right stance, and practice, practice, practice with lots of feedback until the swing is automatic. But teaching reading comprehension strategies [RCS] "can't tell a reader the specifics of how to achieve reading comprehension," say Willingham and Lovette, "because comprehension depends on connecting the meaning of sentences, and doing that depends on sentence content. No RCS can offer general guidelines about how to

connect sentences; you need to know that the first sentence is about bed trampolines and the second sentence is about apartment managers before you know how they relate."

So how do students get better at making sense of difficult texts? Willingham and Lovette believe that a few key strategies need to be explicitly taught, but continuing to spend a lot of time on them doesn't produce further gains. "The strategies are helpful but they are quickly learned and don't require a lot of practice," they say. "Ten sessions yield the same benefit as fifty sessions." There's good news here: the time saved can be devoted to vocabulary instruction and building students' background knowledge, which are much more important to improving reading comprehension.

The approach students need to learn is akin to the big-picture instructions Ikea might give for assembling a piece of furniture: *Put stuff together. Every so often, stop, look at it, and evaluate how it's going. It may also help to think back on other pieces of furniture you've built before*. "The vague Ikea instructions aren't bad advice," say Willingham and Lovette. "You're better off taking an occasional look at the big picture as opposed to keeping your head down and your little hex wrench turning. Likewise, RCS encourage you to pause as you're reading, evaluate the big picture, and think about where the text is going. And if the answer is unclear, RCS give students something concrete to try and a way to organize their cognitive resources when they recognize that they do not understand."

Struggling readers need to understand an even more basic idea: *Reading is more than decoding – it's figuring out what the writer is trying to communicate to you*. Students who are having difficulty reading often lose sight of this idea; they approach reading as if the goal is to make it through to the last word on the page. To help these students, teachers need to make this link, immerse students in vocabulary and background knowledge, and get them doing hundreds of hours reading.

"Can Reading Comprehension Be Taught?" by Daniel Willingham and Gail Lovette in *Teachers College Record* (online), September 26, 2014, http://www.tcrecord.org/Content.asp?ContentID=17701

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4. Assessment Literacy for All

In this *Kappan* article, assessment guru Rick Stiggins says, "Our collective faith in the power of standardized tests has become a light so brilliant in our collective eyes that we're unable to see the severe limitations of the tests or that more powerful classroom applications of assessment can promote far greater student learning success." College admissions tests are only modestly accurate predictors of students' success in higher education, he says. State test scores are not particularly reliable indicators of school success. And tests are definitely not designed to evaluate individual teachers. "The point is not that annual standardized tests are without value," he says. "Rather, we must keep them in perspective and balance them with other assessment applications that have proven their worth in the classroom."

The wise course, he says, is to move away from using tests primarily to verify and certify achievement (which involves infrequent snapshots of student achievement in broad

target areas for accountability) and move toward using assessments to improve teaching and learning (which involves frequently measuring specific learning targets and tracking progress continuously over time). This means improving the assessment literacy of teachers and administrators and getting test-makers out of their silos and more aware of the day-to-day life of schools.

Stiggins also advocates involving the kids. "I contend that students of all ages and in all educational contexts are vested with certain inalienable rights related to the assessment of their achievement and the use of their assessment results to influence their learning," he says. Specifically, students are entitled to:

- Know the purpose of each assessment they take and how the results will be used.
- Know and understand the learning targets embodied in tests and the scoring guides used to measure proficiency.
- Understand the differences between good and poor performance on upcoming assessments and how to assess progress toward mastery.
- Have a dependable assessment of their achievement gathered using quality assessments.
- Have assessment results clearly and promptly communicated to them, their families, and others concerned with their academic well-being.

"Improve Assessment Literacy Outside of Schools Too" by Rick Stiggins in *Phi Delta Kappan*, October 2014 (Vol. 96, #2, p. 67-72), www.kappanmagazine.org; Stiggins can be reached at rickstiggins@gmail.com.

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5. Another Approach to Discipline in a California High School

In this *Kappan* article, teacher Trevor Gardner describes a cafeteria incident and how the restorative justice process of his Oakland school was used to deal with it. An administrator sees José, an aspiring pitcher, throw an apple across the cafeteria, and it slams loudly into a door. When she approaches him, José turns away and denies everything. The administrator quickly gets frustrated and the confrontation escalates. Not long afterward, José is on his way out of the principal's office with a five-day suspension.

After school, several students from the school's recently established Student Justice Panel rush into Gardner's classroom. "They can't suspend him for five days for throwing an apple," shouts one of them. After learning the details, Gardner agrees that the incident needs to be addressed and convinces the students not to storm down to the principal's office. After some discussion, one of the students says, "We need a proposal that makes it clear why we think this is unfair. If we just rush into her office yelling at her, she will never hear us. And José did throw an apple across the cafeteria. Let's not front like he didn't do anything wrong."

The students calm down and begin to strategize, but they're not really confident that the Student Justice Panel will handle the situation well. "This is a common dynamic in schools," says Gardner. "Adults have all the power, and students must be obedient and respectful – even when they are right (and righteous) in the face of injustice. This is the dynamic that leads to so many students blowing up over incidents that begin small. After many years of schooling,

students have learned that the teacher's word is taken as truth, and their perspective won't matter." Too often, students see screaming at a teacher or slamming a door as their only source of power.

The Student Justice Panel shifts the power dynamic, says Gardner. It has the authority to affect and even change school discipline decisions. At this school, any member of the community can bring another community member before the Panel for violating one of the school's core values.

Two School Justice Panel representatives go to the office and ask for an appointment to discuss their concerns about José's suspension. The next day, the administrator who confronted José in the cafeteria meets with four Panel members, the assistant principal of school culture, and Gardner. Students have thought through their basic argument – that José deserves a consequence, but a five-day suspension is excessive and will result in his falling further behind in his schoolwork and make him angrier at the school. In the meeting, the students propose that José should return to school after one day of suspension provided that he:

- Writes a letter of apology to the custodian who had to clean up the apple.
- Stays after lunch to clean up the cafeteria for a week.
- Writes a reflection about which core values he violated and what it means to be responsible for his actions in school.

In the meeting, the students argue that these consequences hold José to higher expectations than a five-day suspension. To their surprise, the administrator accepts the plan. "The Student Justice Panel is for real," says Gardner. José agrees to the conditions and returns to school the next day and begins to fulfill his part of the bargain.

However, after a few days, he doesn't stay after lunch to clean the cafeteria. Normally, this would trigger a return to standard, punitive consequences, but in this case, several students from the Panel, without any adult prompting, speak with José and convince him that he has to follow through with his part of the agreement. He complies and completes his obligation.

"This demonstrates one of the powerful unforeseen benefits of the Student Justice Panel," says Gardner. "Students take leadership and hold each other accountable for discipline. Sure, in this situation, José wanted to avoid more days of suspension. And schools must have discipline policies with punitive consequences to ensure accountability." But students took the initiative and changed the dynamic. Something different is happening inside José's head, and also with his peers.

Looking back on this incident and several years of restorative justice at his school, Gardner says it involves more work than standard discipline procedures, but it's worth it. "We owe it to José," he says. "We need to care deeply enough about his education and his humanity to invest in developing restorative discipline models that thrive in our schools and not simply operating systems that punish students when they make poor choices…"

"Make Students Part of the Solution, Not the Problem" by Trevor Gardner in *Phi Delta Kappan*, October 2014 (Vol. 96, #2, p. 8-12), www.kappanmagazine.org; Gardner can be reached at trevor@envisionacademy.org.

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6. Improving Parent-Child Math Discourse with a Family Game Night

In this article in *Teaching Children Mathematics*, Virginia teacher Stephanie Kessinger says parent involvement is generally a good thing, but it can backfire. "Parents who lack the necessary content knowledge to properly assist children may supply incorrect information or strategies," she says. "Other parents, wanting to ease their children's (and their own) level of frustration, may provide answers rather than scaffolding the children's processes."

To help ramp up the quality of parent-child math discourse, Kessinger's school decided to host family math game nights. "These evenings offer parents a fun, stress-free environment in which to begin meaningful mathematical conversations with their children," she says. The tone is quite different from standard PTA nights, which intimidate some parents. For the game nights, parents are encouraged to bring their children, obviating the need for babysitters, and students urge their parents to come so they can show off their game-playing skills – and play with their friends. There are a number of benefits to a well-run game night:

- Parents find out more about their children's math strengths and weaknesses.
- Teachers model questioning techniques for parents and show them how to initiate good math conversations with their children.
- Parents model real interest in mathematics by playing games with their children and watching them play with each other.
- Students spend additional time building their math skills and content knowledge.

Start small, Kessinger advises – perhaps with just one grade level – and then use the experience to organize a schoolwide event. Prepare a variety of high-quality, 10-minute games for each grade, some easy, some challenging, giving parents and students plenty of choices – at least five in the upper grades and eight or nine at the primary level. She advises against Multiplication Bingo (people linger on the game too long and don't circulate) and Five-Question Geometry (too many technical terms). Two popular games:

- *Multiplication War* – Each player flips over two cards and players compare their product. This game lends itself to being boosted to a higher level, with teachers showing parents how to scaffold struggling students ("I know you recall what five times seven is, or five groups of seven; how can you use that fact to solve six times seven?") and ask about their children's thought process ("How did you find six times seven?").
- *Name That Number* – One player shuffles a deck of cards (with jacks, queens, and kings removed), deals four cards to each player, and places one card where everyone can see it (that's the target number). Players then work to add, subtract, multiply, or divide their four numbers to get to the target (lower grades might start with two cards).

Preparation is important for a successful game night, says Kessinger. Parents should be greeted at the door of the cafeteria or gymnasium and sign in by grade level. Games should be laid out by grade level so it's easy for parents and students to circulate and try a number of different games. Each game should have clear, accessible instructions and enough chairs for up to six players to sit. Teachers should circulate, answer questions, and occasionally play a game,

modeling the kind of questioning that promotes the deepest thinking. For example, instead of, *What is your answer?* asking:

- *How did you get your answer?*
- *Can you solve it any other way?*
- *Why does it work?*
- *Is it always true?*

A game night is also a great time to discuss with parents how the math curriculum has changed, says Kessinger. "Illustrate how children's reasoning, process, and proof have taken the forefront in education – although fact fluency is still important."

"Family Game Nights" by Stephanie Kessinger in *Teaching Children Mathematics*, October 2014 (Vol. 21, #3, p. 146-152), www.nctm.org; Kessinger is at stephanie.chlebus@gmail.com.

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7. Are Boarding Schools Superior? A Study in Australia

In this *American Educational Research Journal* article, Andrew Martin (University of New South Wales), Brad Papworth and Paul Ginns (University of Sydney), and Gregory Arief Liem (National Institute of Education, Singapore) report on their study of 5,276 Australian students, some attending boarding schools and some attending day schools. In one of the first large-scale comparisons of these two types of schools, the researchers looked at motivation and engagement, student approaches to learning, psychological well-being, sense of meaning and purpose, interpersonal relationships, extracurricular activities, and academic achievement.

What did the study find? "After controlling for covariates," say the authors, "we conclude there is general parity between boarding and day students… Across quite a wide range of motivation, engagement, and psychological well-being factors, findings suggest that boarders and day students score at similar levels." In a few areas, boarders scored slightly better: adaptive motivation, academic buoyancy, meaning and purpose, life satisfaction, participation in extracurricular activities, parent relations, personal best goals, and absenteeism. The authors believe these advantages for boarders stem from after-hours access to trained professionals for tutoring and counseling and from being full-time residents at school.

"Boarding School, Academic Motivation and Engagement, and Psychological Well-Being: A Large-Scale Investigation" by Andrew Martin, Brad Papworth, Paul Ginns, and Gregory Arief Liem in *American Educational Research Journal*, October 2014 (Vol. 51, #5, p. 1007-1049), http://aer.sagepub.com/content/51/5/1007.abstract; Martin can be reached ad Andrew.martin@unsw.edu.au.

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8. Better Literacy Approaches for Adolescent English Language Learners

In this article in *Reading Research Quarterly*, Mary Amanda Stewart (Texas Woman's University/Denton) reports on her study of the out-of-school literacy habits of four recent Latina/o arrivals to the United States. Stewart found that these adolescents, despite struggling

in school, were extremely active social networkers on Facebook, in their after-school jobs, and with entertainment media sources. They skillfully used these electronic links to acquire English, support themselves, stay in touch with their home countries, maintain their cultural identity, and establish a place to succeed.

Yet these channels were "virtually absent" from their schools, says Stewart. "This study suggests that literacy pedagogy must not continue to impose a narrow monolingual, monocultural, monoliterate, and monomodal view of Latina/o immigrant students that essentially divests them of their greatest resources," she concludes. "Their literacy practices demonstrate that they are emerging as multilingual, multiliterate, and multicultural transnationals who competently engage in multimodal means of communication."

"Social Networking, Workplace, and Entertainment Literacies: The Out-of-School Literate Lives of Newcomer Latina/o Adolescents" by Mary Amanda Stewart in *Reading Research Quarterly*, October/November/December 2014 (Vol. 49, #4, p. 365-369), http://texaswomans.academia.edu/MaryStewart

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9. Short Items:

a. Kappan/Gallup Poll – The results of this year's poll on American schools, conducted by *Phi Delta Kappan* in collaboration with Gallup, are available at www.pdkpoll.org.

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b. Fishman Prizes for Superlative Teaching – Nominations are now open for this year's awards for great teaching http://tntp.org/fishman-prize, deadline November 4, 2014. Four winners a year from across the country receive $25,000 each, gain national recognition, and spend a summer reflecting on teaching, meeting with education leaders, and writing short essays on their best teaching practices. Last year's essays are available for download.

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Do you have feedback? Is anything missing?

If you have comments or suggestions, if you saw an article or web item in the last week that you think should have been summarized, or if you would like to suggest additional publications that should be covered by the Marshall Memo, please e-mail: kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and others very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 43 years' experience as a teacher, principal, central office administrator, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 64 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year).

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Core list of publications covered

Those read this week are underlined.

American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief/Public Education NewsBlast
Better: Evidence-Based Education
Center for Performance Assessment Newsletter
District Administration
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Elementary School Journal
Essential Teacher
Go Teach
Harvard Business Review
Harvard Education Letter
Harvard Educational Review
Independent School
Journal of Education for Students Placed At Risk (JESPAR)
Journal of Staff Development
Kappa Delta Pi Record
Knowledge Quest
Middle School Journal
NASSP Journal
Perspectives
Phi Delta Kappan
Principal
Principal Leadership
Principal's Research Review
Reading Research Quarterly
Reading Today
Responsive Classroom Newsletter
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Teacher
Teachers College Record
Teaching Children Mathematics
Teaching Exceptional Children/Exceptional Children
The Atlantic
The Chronicle of Higher Education
The District Management Journal
The Journal of the Learning Sciences
The Language Educator
The Learning Principal/Learning System/Tools for Schools
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Wharton Leadership Digest